



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Church Walk Church of England VA Primary School	
Address	Church Walk, Ulverston, LA12 7EN
School vision	
<p>‘Teach children how they should live and they will remember it all of their lives.’ Proverbs 22:6</p> <p>Our vision is to provide a secure, happy learning community based upon Christian values in which each child is encouraged to reach their full potential.</p>	
School strengths	
<ul style="list-style-type: none"> • The well-understood and established vision results in a deeply loving and happy school community that is securely rooted in Christian values. • Church Walk is a highly inclusive school. Leaders are courageous and resolute in their support for pupils, including those who have special educational needs and/or disabilities (SEND) and those considered to be vulnerable. • School leadership, underpinned by integrity and humility, ensures that pupils and adults are supported to reach their full potential. • Using the school’s Christian vision as a guide for life, pupils actively challenge injustice in their unwavering hope to make the world a better place. • As a result of high quality religious education (RE) provision, pupils’ knowledge and understanding of religious and non-religious worldviews is strong. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a shared understanding and language for spirituality. This is so pupils and adults can articulate the impact of the range of opportunities that exist for their spiritual development within school. • Ensure incisive assessment supports the delivery of the new RE curriculum so that gaps in understanding are identified and closed. • Strengthen governors’ understanding of the way the vision guides leaders' actions. This is to enhance the impact of their monitoring of the effectiveness of Church Walk as a Church School. 	
Inspection findings	
<p>Church Walk’s Christian vision is clear in its aim to prepare pupils and adults for a 'life well-lived'. To this end, the school’s policies, curriculum and wider opportunities ensure this vision is a lived reality. Pupils are explicitly taught how to collaborate with others through the ambitious curriculum and extra-curricular opportunities. School leaders are committed to ensuring that pupils and adults reach their full potential. This is evident in the many and varied opportunities for staff development and school's effective support for pupils considered to be vulnerable. The pupil-led 'ethos group'</p>	

ensure others have a deep understanding of the school values. Independently, they plan and lead weekly craft, drama and story activities to bring the school's vision and associated values to life. Their views and observations also contribute to the monitoring of the impact of the school's vision on the flourishing of pupils and adults. The school is supported by engaged and committed school governors who bring a wealth of expertise to their role. However, the extent to which they explicitly use the Christian vision to guide their monitoring of the school is inconsistent.

A culture of openness creates a warm sense of welcome for those who come to school. Pupils considered to be vulnerable, including those with SEND, are well-supported. This enables them to take advantage of the breadth of opportunities on offer. Leaders' considerable investment in staffing, training, engagement of outside agencies and careful planning enhances the experiences of pupils deemed vulnerable. As a result, a significant proportion of pupils with SEND make progress personally and academically. Leaders at all levels, including governors, check carefully that provision is appropriate and make bold budgeting decisions. They are resolute in their aim that every child will reach their full potential, regardless of starting point.

Pupils are clear that each and every member of the school community is important and 'wonderfully made'. They are resolute that everyone has something special to offer. As a result of pupil voice, playtime arrangements have been altered to increase time for fellowship as a whole school community. The simple, yet often deeply meaningful opportunity to talk together over a snack is a special time for many. Strong, caring relationships are evident in the way that pupils and staff not only share toast but also their interests and ideas. Many pupils describe this time as uniquely special and very moving. Pupils and staff are listened to and supported, creating a sense of being valued. They know that their feelings matter and in turn, consistently behave well towards one another. There is a real acknowledgement that building a happy learning community takes teamwork and care. This is evident at Church Walk.

This care extends beyond the school community. Pupils use the ideas taught in their thoughtfully planned curriculum to seek out, and challenge, injustice around them. At Church Walk, pupils are aware of their rights and responsibilities to themselves and others. For the youngest members, this starts with the way that they are taught to behave towards those in school. This is consistently modelled to them by older pupils and adults. Pupils' learning about injustice and inequality throughout the world encourages them into informed action. They are unequivocal in their desire to ensure that all have access to the same rights and treatment as them, regardless of their circumstances. Their care impacts positively on those within their own school and is extended beyond Church Walk to push for change from policy makers.

The recent changes to the school's RE curriculum have had a positive impact on pupil engagement. The challenging curriculum is carefully planned and sequenced to ensure that children build on their knowledge over time. Leaders ensure that the curriculum provides a balance of the study of worldviews and religions, including Christianity. Pupils confidently recall prior learning and can apply this to thoughtful and respectful discussions. They make accurate use of key vocabulary and actively challenge stereotypes. Teachers have the training and expertise to confidently plan and deliver lessons with accurate subject knowledge and attention to potential misconceptions. Leaders are clear about the key knowledge to be learned at each stage. However, current methods of assessment are not incisive. Therefore, they do not fully support the delivery of the new RE curriculum in ensuring that misconceptions are precisely identified.

Worship provides all with an opportunity to reflect on teachings from the Bible and on the Christian values of their school. It is thoughtfully planned, inclusive and engaging. The school is well-supported by members of the local clergy. Pupils and parents benefit from the strong links between the school and nearby church. In line with the school's Christian vision, worship provides pupils with



guidance to 'live their life well'. For some pupils, it is a time when they find peace. For others, it is a place where they think more on their own spirituality. As one child put it, 'if we didn't have worship, I would miss Jesus as that's where I find him'. There are many, and varied, opportunities for pupils and adults to develop spiritually. The school community take in the breathtaking view at the summit of their annual Ascension Day walk. They also have daily opportunities to marvel at creation, be still and reflect or find spiritual moments in fellowship. However, pupils' language to express their responses to these opportunities is limited.

The inspection findings indicate that Church Walk Church of England Voluntary Aided Primary School is living up to its foundation as a Church school.

Information			
Inspection date	26 June 2024	URN	112361
VC/VA/Academy	Voluntary aided	Pupils on roll	95
Diocese	Carlisle		
MAT/Federation			
Headteacher	Susan Davies		
Chair	Kay Wilson		
Inspector	Vikki Wilson	No.	2249